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ABSTRACT

This document discusses Oregon standards requiring teacher education institutions to provide the curricula, faculty, resources, facilities, and involvement for effective teacher education programs. Part A provides an introduction, Part B lists the members of the 1974 Teacher Standards and Practices Commission, and Part C summarizes the rule of standards. These sections are provided to assist institutions and visiting committees in interpreting the standards. Part D, "Authority"; E "Standards for Approval"; and F, "Definitions" constitute Oregon Administrative Rules. Section E defines standards in the areas of curricula, faculty, students, resources and facilities, evaluation, program review, and planning. The first use of terms identified in the Definitions is indicated by an asterisk. (PD)

TEACHER STANDARDS AND PRACTICES

COMMISSION

BEST COPY AVAILABLE

STANDARDS FOR THE APPROVAL OF OREGON COLLEGE AND UNIVERSITY TEACHER EDUCATION PROGRAMS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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942 Lancaster Drive, NE
Salem, Oregon

January, 1974

A. INTRODUCTION

These Standards* replace an earlier set of standards in use since 1955. The new Standards, filed as Oregon Administrative Rules* 22-005 - 22-520, require teacher education institutions to provide the curricula, faculty, resources, facilities, and involvement necessary for effective teacher education programs*.

Teacher education and certification in Oregon operate under the approved program approach. The Oregon colleges and universities eligible to recommend their candidates for teaching certificates have had their teacher education programs approved by the State Board of Education or, after July 1, 1973, by the Teacher Standards and Practices Commission, and have been found to be in compliance with the established Standards.

Approval* procedures as established by the Commission include a self-evaluation report by the college or university and an on-site evaluation by a visiting committee. Both the institution and the committee employ the Standards in evaluating the teacher education programs. The committees recommend to the Commission approval of those institutions whose programs meet the Standards.

These Standards are minimum standards. College, university, and public school personnel are encouraged to press vigorously to keep abreast of change and to intelligently utilize new and promising procedures and arrangements. Nothing contained herein should be construed as an attempt to lower standards to a common denominator, or to discourage innovation and experimentation in the development of teacher education programs.

Within this document, the sections entitled Authority, Standards, and Definitions constitute Oregon Administrative Rules. The guidelines and introductory sections are not Administrative Rules, but are intended to assist institutions and visiting committees in interpreting the Standards.

In preparing institutional self-evaluation reports or visiting committee reports to the Commission, evaluators are urged not to present merely a series of answers to the guidelines. Instead, the guidelines should be considered as examples of elements to be weighed in determining if the program meets or exceeds the requirements of the respective Standard. The institution seeking approval is responsible for selecting and presenting sufficient evidence to establish that it meets the Standards.

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* The first use of terms identified in the Definitions will be indicated by an asterisk.

A number of institutions in Oregon have begun the development of programs which are based on demonstrated teaching competency and are controlled by a consortium of institutions, agencies, and organizations. These programs will be approved by the Commission on the basis of the PROCESS STANDARDS FOR EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS. The PROCESS STANDARDS are a parallel instrument and should be employed when the intent and procedures of a teacher education program are better served by those Standards and guidelines.

These Standards must be under continuous evaluation and adjustment based on the experience of institutions and visiting teams who use them. As the context changes in which teacher education occurs, the Standards and procedures for approval must reflect new emphases and expectations. For these reasons, comments and suggestions on these Standards are invited at any time and may be addressed to:

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Teacher Standards and Practices Commission
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B. 1974 TEACHER STANDARDS AND PRACTICES COMMISSION

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C. SUMMARY OF THE RULE

This rule (OAR 22-005 through 22-520) prescribes Standards for the approval of teacher education programs, revising the Standards previously adopted by the Oregon Board of Education in 1955. The revision brings the various Standards into closer alignment with national standards and includes additional program requirements that support efforts to improve the preparation of educational personnel, such as the 1972 RULES FOR TEACHER CERTIFICATION and the PLANNING STATEMENT FOR EDUCATIONAL PERSONNEL DEVELOPMENT. The Standards require that teacher education institutions provide the curricula, faculty, resources, facilities, and involvement needed in effective teacher education programs.

D. AUTHORITY

1. Relationship to Oregon Revised Statutes

This rule is promulgated under the authority of ORS 342.120 to 342.200.

2. Effective Date

The effective date of this rule is January 1, 1974.

3. Exercise of Commission Authority

3.1 After approval by the Commission of a teacher education program, periodic reports may be required. Failure to conform to the established Standards shall result in loss of Commission approval.

3.2 No program will receive approval for a period longer than five years. At the end of the five-year period, or any lesser period as designated by the Commission, re-evaluations will be made.

3.3 Programs accredited by the National Council for Accreditation of Teacher Education may be approved for teacher education by the Commission on the basis of NCATE accreditation. Where accreditation is granted by NCATE for periods longer than five years, the Commission will arrange interim evaluations at intervals not to exceed five years. Programs requesting approval on the basis of NCATE accreditation will file with the Commission copies of their self-study report, the visiting committee evaluation, and the report of NCATE action.

3.4 All costs of an evaluation shall be borne by the program requesting approval.

3.5 A program approved for purposes of teacher education shall file with the Commission by October 1 of each school year:

3.5.1 A report, on forms provided by the Commission, of the number of students completing teacher education programs in the previous year in each endorsement area.

3.5.2 A statement of any deviations from the program as originally approved.

3.5.3 A report, on forms provided by the Commission, of the waivers of requirements granted in the previous year indicating the courses and numbers of students involved (see OAR 32-250).

4. Eligibility to Apply

The college or university has the full accreditation of the Northwest Association of Secondary and Higher Schools and is approved by the State Board of Education as a degree-granting institution.

E. STANDARDS FOR ACCREDITATION

1. Curricula for Teacher Education

A college or university seeking approval for a program of teacher education designs curricula* to achieve stated goals*. Each curriculum is divided into general education*, professional education*, teaching specialty*, and electives.

The general education component prepares broadly-educated teachers who view education as a life-long pursuit and who serve as models of educated persons for their students. It enables the prospective teacher to relate academic concerns to contemporary national and world events.

The professional education component prepares the prospective teacher to perform effectively in the classroom environment. It consists of humanistic* and behavioral studies*, teaching and learning theory* with clinical* and laboratory experience*, and practicum*.

The teaching specialty component provides the content* to be taught to children plus advanced and supplementary knowledge necessary for perspective and flexibility in teaching.

Since educational needs change from time to time, review and discussion of the goals of teacher education are needed. Curricula, to be responsive to these changes, must be assigned to and managed by the unit of the institution which has responsibility for operation of the program.

1.1 Control of the Program

Standard

Responsibility and authority for the program is assigned to a unit of the institution in which the majority of the members are primarily involved in teacher education.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.1.1 What administrative unit within the institution has primary responsibility for the preparation of teachers? What is the rationale for determining its membership and responsibilities, and what is its relationship to the decision-making processes of the total institution?

1.1.2 What activities of the official unit during the past two years demonstrate that it has authority over the teacher education program offered by the institution?

1.2 Development of Curricula

Standard

In setting objectives*, designing curricula, planning learning experiences, and evaluating programs, consideration* is given to the recommendations of representatives of public schools, college faculty members, the State Board of Education, the State Superintendent of Public Instruction, the Teacher Standards and Practices Commission, professional associations, appropriate committees and commissions, recent graduates, and teacher education students.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.2.1 What guidelines has the institution considered in developing each of the elements of the teacher education program?

1.2.2 What information shows that the guidelines identified in 1.2.1 have been critically examined in relation to the needs of society and the schools and in relation to planning and developing the curricula offered?

1.3 Compliance with Oregon Rules for Certification

Standard

Curricula are developed in compliance with current Oregon Rules for Certification and meet the requirements of the endorsements and the waiver* policy (OAR 31-100 through 36-200).

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.3.1 What teaching endorsements and levels of certification are offered by the institution? What evidence confirms that each meets the requirements of the Rules?

1.3.2 What policies have been adopted to relate these curricula to the provisions of the Rules for demonstrated competency and waiver of requirements?

1.3.3 What information shows that assessment is made of the level and quality of the educational background of each student and that each course of study is individualized accordingly?

1.4 Purposes and Objectives

Standard

The teacher education program is designed to meet goals and objectives which are systematically renewed* in view of the positions* for which students in the program are preparing.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.4.1 What statements of purposes and objectives have been developed for the program?

1.4.2 By what processes and by whom were these statements developed and adopted? What evidence demonstrates that consideration was given to the recommendations of groups identified in Standard 1.2?

1.4.3 What evidence indicates that these statements are consistent with the goals of the institution and that they represent attainable objectives?

1.5 Design of Curricula

Standard

Curricula are designed to achieve the objectives of the teacher education program and are organized to include: general education; content* for the teaching specialty; professional education consisting of humanistic and behavioral studies, teaching and learning theory with laboratory and clinical experience, and practicum; and electives.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.5.1 In what ways do the objectives of the various courses offered in the curriculum correlate with the objectives of the program and the needs of the students in the program?

1.5.2 What evidence indicates that the objectives of the program are employed in the design, implementation, and evaluation of curricula?

1.6 The General Studies Component

Standard

Approximately one-third of each curriculum consists of planned general education including communications*, humanities, fine arts, and behavioral, natural, and social sciences with particular emphasis upon current developments in the nation and the world.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.6.1 What learning experiences such as courses, seminars, reading, and field experiences are offered in each area of general education identified in the Standard?

1.6.2 What are the arrangements for insuring that each student achieves mastery in the specified areas of general education?

1.6.3 What evidence (such as accreditation reports and/or student achievement data) reflects the quality of the general education component?

1.6.4 How does the institution insure that the selection of content for the general education component embodies the judgment of the groups identified in Standard 1.2?

1.6.5 What evidence indicates that the content developed in the academic areas specified in the Standard includes the study of contemporary issues and problems?

1.7 Content for the Teaching Specialty

Standard

Approximately one-third of each curriculum consists of the study of the content areas to be taught to pupils and the supplementary knowledge that will give the prospective teacher the background and adaptability necessary for teaching the current elementary and/or secondary school curriculum, with particular emphasis upon the guides, priorities, rules, and policies of the Oregon Board of Education.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.7.1 What provisions are made to consider the judgment of each of the groups identified in Standard 1.2 in the development of courses and other learning experiences required for the teaching specialty?

1.7.2 What are the provisions for insuring that the various learning experiences are modified and updated as new information is acquired?

1.7.3 What are the arrangements for assuring that students preparing for elementary teaching achieve mastery of the areas encompassed by the curriculum of elementary schools? Current Oregon Minimum Standards for Public Schools (Oregon Board of Education OAR 22-005 through 22-090) identify these as: arts of communication (e.g. reading, writing, speaking, listening, literature, dramatics, language); social studies; science; music, arts, crafts; health education, physical education, and health services; and arithmetic.

1.8 Humanistic and Behavioral Studies

Standard

Approximately one-fifth of each curriculum consists of the professional education component, which includes instruction in humanistic and behavioral studies with emphasis on the educational needs of ethnic minorities and the affective needs of the student as a person.**

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.8.1 What humanistic and behavioral learning experiences are a part of each curriculum, and what is the supporting rationale for including them?

1.8.2 What information shows that these experiences are oriented toward the problems of education, such as the nature and aims of education, the educational needs of culturally different pupils, and the affective as well as the cognitive needs of pupils?

** See note, p. 12

1.9 Teaching and Learning Theory with Laboratory and Clinical Experiences

Standard

The professional education component of each curriculum includes systematic study of teaching and learning theory with appropriate laboratory and clinical activities and in-depth experiences with children and youth.**

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.9.1 In what learning experiences are provisions made for the study of teaching and learning theory?

1.9.2 What practices or procedures show that the study of teaching and learning theory requires and is accompanied by laboratory experiences (observation, demonstration, problem-solving, tutoring, micro-teaching, and/or other direct activities)?

1.9.3 What are the provisions for clinical experience (analyzing and dealing with typical student situations and problems)?

1.9.4 What opportunities exist for prospective teachers to have experiences with children and youth in learning environments?

1.9.5 What data indicate that all prospective teachers have laboratory and clinical experiences of adequate duration under the guidance of a competent instructor?

1.10 Practicum

Standard

The professional education component of each curriculum includes continuous full-time participation in teaching at least nine weeks in length, of quality to meet stated objectives, under the direction of cooperating teachers and college staff who are competent* to assume major responsibility for supervision.**

** See note, p. 12

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

1.10.1 What evidence assures that every prospective teacher assumes substantial responsibility over an extended period of time for the range of teaching duties in the professional role for which he is being prepared?

1.10.2 What evidence confirms that the supervision of students in practicum is organized and executed under the direction of qualified personnel from the institution and the cooperating school who are superior teachers and are competent in supervision?

1.10.3 What systematic methods are used to record or describe the teaching performance of students and how are the resulting data used by students and supervisors to analyze teaching behavior?

1.10.4 What students in practicum have been assigned to each faculty member and cooperating teacher during the current year and what was the duration of each assignment?

NOTE: The professional education component includes those elements of the curriculum evaluated under Standards 1.8, 1.9, and 1.10. It constitutes approximately one-fifth of the total program, and includes humanistic and behavioral studies, teaching and learning theory with clinical and laboratory experience, and practicum.

2. Faculty for Teacher Education

The teacher education program requires a faculty which possesses appropriate academic preparation and experience, and which exhibits competency* in teaching, supervising, and scholarly performance. The institution employs the same criteria in selecting part-time and full-time faculty.

The institution capitalizes on the strength of its faculty by assigning the members in ways which make maximum use of individual competencies. This does not preclude the offering of adequate programs with a small faculty, but it does discourage the over-extension of staff and the use of faculty members in areas in which they are not competent.

Recognizing that the faculty is a major determinant of the quality of its program, the institution makes provisions for the scholarly development, involvement with schools, and continuity of its faculty. The institution develops an affirmative action plan to encourage the employment of minority and women faculty members.

The institution provides support services* to maximize the effectiveness of the faculty and to prevent the utilization of faculty energy on sub-professional tasks.

2.1 Selection of the Faculty

Standard

Faculty members have competencies in instruction, supervision, relating to students, and guidance and counseling, and are employed on the basis of equal opportunity.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

2.1.1 What evidence indicates that the faculty has appropriate academic preparation and specialization, teaching experience in the schools, scholarly competence, and current and varied instructional procedures?

2.1.2 What information shows that all of the courses and other learning experiences in each of the elements of the teacher education program are conducted by faculty members appropriately prepared to do so?

2.1.3 What provisions are made to insure that part-time faculty members are oriented to the basic purposes of, and kept abreast of, current developments in the institution's teacher education program?

2.1.4 What affirmative action program has been adopted and implemented to encourage the employment of minority and women faculty?

2.2 Faculty Involvement with Schools

Standard

Members of the faculty have continuing association and involvement* with elementary and secondary schools.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

2.2.1 In what ways are members of the faculty involved with learning activities of elementary and secondary students?

2.2.2 What arrangements enable faculty members to gain experience in the types of elementary and secondary schools for which the program is preparing teachers?

2.2.3 What information indicates that the special strengths of the faculty are reflected in the services offered to the schools?

2.3 Conditions for Faculty Service

Standard

The institution's policies regarding teaching loads*, professional development*, and support services are effective in maintaining a competent faculty.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

2.3.1 What is the plan and its supporting rationale for taking into account all professional duties and activities of the faculty in determining load?

2.3.2 How is the supervision of students in practicum computed for faculty load?

2.3.3 What is the professional load (all services rendered) for each full-time and each part-time faculty member involved in the professional education component during the current year?

2.3.4 In what ways has the institution assisted the faculty to develop professionally during the past two years?

2.3.5 What support services are provided and what evidence shows that they are adequate for the teacher education program offered?

3. Students in the Teacher Education Program

The teacher education program requires students who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession. Attention to the characteristics of students admitted to, retained in, and graduated from teacher education is essential to designing and maintaining an acceptable program.

The program is designed to recruit, select, and retain qualified students, provide guidance and counseling services for them, and involve them in the evaluation and development of the programs.

3.1 Recruitment for the Teacher Education Program

Standard

The institution actively recruits qualified candidates for the teacher education program, giving special attention to the needs of schools and to promoting equal educational opportunity.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

3.1.1 What means has the institution used to publicize its program and to inform prospective candidates of educational opportunities and needs?

3.1.2 What affirmative action program has the institution developed and implemented to promote equal opportunity in its program?

3.2 Admission to the Teacher Education Program

Standard

The institution applies published criteria* for admission to the teacher education program.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

3.2.1 Do the requirements for admission to the teacher education program consider the academic, personal, social, health, communication, and leadership qualifications of the candidates?

3.2.2 What evidence shows that the admission requirements are being met?

3.2.3 What data are compiled on students both admitted and denied admission to teacher education? What evidence shows that such data are considered in evaluating and modifying the criteria for admission?

3.3 Retention in the Teacher Education Program

Standard

The institution systematically applies published criteria for retention of students in the teacher education program.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

3.3.1 What are the policies regarding retention of students in the teacher education program?

3.3.2 What information in addition to course grades is used to evaluate the achievement of prospective teachers? What consideration is given to evaluations made during experiences with children and youth in school environments?

3.3.3 Under what circumstances, if any, are students who do not meet the institution's stated requirements for retention permitted to continue in the program?

3.4 Counseling, Advising, and Placement of Students

Standard

The institution has published policies and procedures, which incorporate current data on teacher supply and demand, for the guidance of teaching candidates from an orientation to teaching through placement in the profession.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

3.4.1 What special counseling and advising services are provided for students in teacher education?

3.4.2 How does a prospective teacher education student initiate the guidance process?

3.4.3 What information shows that counselors and advisors for prospective and admitted teacher education students utilize current information about trends in the teaching profession, needs of the schools, teacher supply and demand, certification and graduation requirements, and institutional resources available to students?

3.4.4 What evidence indicates that the curriculum of each student meets the requirements of the approved program through an individualized sequence of learning experiences?

3.4.5 What proportion of the graduates in each endorsement area sought and secured teaching positions upon completion of the program during the past two years?

3.5 Student Records for Teacher Education

Standard

The institution effectively utilizes systematic records for each student in teacher education.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

3.5.1 What information shows that the institution maintains for all prospective teachers a comprehensive system of records which is readily and easily available for professional purposes?

3.5.2 What evidence shows that these records contain data adequate to the needs of the users regarding admission, retention, advisement, supervision, transcript of credits, and placement?

3.5.3 What policies and procedures insure that the student's rights and interests are protected in the collection and use of these data?

3.6 Student Participation in Program Evaluation and Development

Standard

The institution has clearly established channels and continuing opportunities for student participation in the evaluation and improvement of the teacher education program.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

3.6.1 What evidence shows that students participate in the evaluation and improvement of the program? What procedures enable students to assist in the evaluation of faculty performance?

3.6.2 What are the major concerns which students have expressed during the last two years and in what ways have these concerns influenced the teacher education program?

4. Resources and Facilities for the Teacher Education Program

The institution provides an environment which supports the teacher education program it offers. The adequacy of this environment is systematically evaluated in relation to the demands made upon it by curricula, faculty, and students. The Standards treat the importance of the instructional media services, the physical facilities, and other resources in relation to the offering of an acceptable teacher education program.

4.1 Media Services

Standard

A wide array of materials and media services, including those used in elementary and secondary schools, is provided to support the teacher education program.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

4.1.1 What information shows that the media services have facilities, procedures, and staff to support each aspect of the teacher education program?

4.1.2 What evidence shows that the media collection includes:

a. Standard and contemporary holdings in education (books, microfilms, microfiche copies, etc.)?

b. Standard periodicals in education?

c. Additional specialized books, periodicals, and other resources needed to support the teacher education program?

d. Instructional media such as: films, filmstrips, realia, audiovideo tapes, transparencies, teaching machines, and closed-circuit TV?

4.1.3 What procedures does the media service follow for maintaining and improving the quality of its holdings in teacher education?

4.1.4 What evidence shows that media expenditures for teacher education have been at least comparable to those of other departments in the institution during the past two years?

4.2 Physical Facilities and Other Resources

Standard

The institution provides the physical facilities, financial support, and other resources essential to each aspect of the teacher education program.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

4.2.1 What facts indicate that, for each aspect of the teacher education program offered, personnel have office space, instructional space, and other space necessary to carry out their responsibilities?

4.2.2 What procedures does the institution follow in setting priorities for the construction of facilities and the allocation of resources? What role does the faculty have in the process?

4.2.3 What information indicates that the institution has given serious consideration to the recommendations of faculty members for improving physical facilities and other supporting resources?

4.2.4 What policies and contracts exist to clarify arrangements for the use of facilities and resources provided by schools and other agencies?

5. Evaluation, Program Review, and Planning

Maintenance of an acceptable teacher education program demands a continuous process of evaluation* of the performance of graduates of the program, modification of the program, and long-range planning. Faculty and administrators need to evaluate the result of their program and relate the findings of this evaluation to program development. This requires the continuous review of the institution's objectives for its teacher education program. Hence, in its plans for total institutional development, the institution must project goals for the long-range development of teacher education.

5.1 Evaluation of Graduates

Standard

The teacher education program is evaluated and modified utilizing data from the graduates and from employing schools and other agencies.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

5.1.1 What information shows that the stated objectives for the teacher education program are used as a basis for evaluating the performance of graduates?

5.1.2 What modifications in the program have resulted from data obtained by evaluating the performance of teachers who completed the program, by soliciting comments from graduates, and by securing suggestions from the employing agencies?

5.2 Planning for Teacher Education

Standard

The institution systematically reviews its long-range and short-range goals for the development of teacher education in conjunction with plans for total institutional development.

Guidelines

Evidence in support of this Standard may include - but is not limited to - responses to the following:

5.2.1 What goal statements and implementation schedules have been developed since the last accreditation visit?

5.2.2 What evidence indicates that consideration is given to the recommendations of groups identified in Standard 1.2 in formulating goals for teacher education?

5.2.3 What is the institution's plan for future development of its teacher education program and what rationale supports significant proposed changes?

F. DEFINITIONS

1. ADMINISTRATIVE RULE: Rule means any agency directive, regulation, or statement of general applicability that implements, interprets, or prescribes law or policy, or describes the procedure or practice requirements of any agency. (ORS 183.310 [7], Proposed Administrative Rules, when adopted by the Teacher Standards and Practices Commission and filed with the Secretary of State, have the force of statute.)

2. APPROVAL: The systematic evaluation and accreditation of an educational personnel development program under Standards established or accepted by the Teacher Standards and Practices Commission.

3. APPROVED TEACHER EDUCATION PROGRAM: A preparation program in specific endorsement areas which is accredited by the Teacher Standards and Practices Commission and which permits an institution to recommend candidates for certification in those areas.

4. APPROVED TEACHER EDUCATION INSTITUTION: One which meets the Standards of the Teacher Standards and Practices Commission for the preparation of educational personnel for preprimary through grade twelve. The institution has undergone a process of evaluation and accreditation accepted by the Commission.

5. BEHAVIORAL STUDIES: Education studied with respect to the methods and findings of psychology. sociology, anthropology, economics, and political science.

6. CLINICAL TEACHING: Analyzing pupil needs and developing activities for an individual learner under the guidance of an experienced teacher in classroom or simulated situations.

7. COMMUNICATIONS: Learning experiences in such areas as languages, communication skills, linguistics, mathematics, logic, and information theory.

8. COMPETENCY: The demonstrated ability to bring about the expected outcomes of a role or function included in a job definition.

9. COMPETENT TEACHER: One who has acquired and demonstrated the essential competencies of a professional position and integrates and utilizes them effectively in meeting the requirements of that position in accordance with its level and certification status.

10. CONSIDER RECOMMENDATIONS OF VARIOUS INTEREST GROUPS: Institutional personnel are acquainted with the guidelines for planning and curriculum development prepared by various interest groups and have critically examined them in relation to the curricula offered.

11. CONTENT FOR THE TEACHING SPECIALTY: The knowledge that is to be taught to elementary or secondary pupils and the academic background needed to teach this specialty. Instruction may be provided by either the academic departments or the education faculty, but joint selection of the content, with recommendations from public school personnel and teacher education students, is essential.

12. CURRICULUM: The learning experiences, including courses, seminars, readings, laboratory and clinical experiences, and the practicum, as described under general education, professional education, teaching specialty, and electives.

13. EVALUATION: The process of appraising performance or outcomes in terms of objectives. Evaluation may be done in relation to staff, students, program, and other areas, and may be conducted from within and/or from outside an institution or agency.

14. FACULTY INVOLVEMENT WITH SCHOOLS: Continuing contacts with schools, including teaching, research, in-service assistance, and participation in curriculum development.

15. GENERAL EDUCATION COMPONENT: The liberal or general education needed by all students but particularly by teachers who serve as models of educated persons for their students. This component:

    (a) applies academic content to the pressing problems of mankind;
    (b) provides for the varying needs and interests of students;
    (c) reflects the content judged most useful by the faculties of the academic and professional areas, public school personnel, students, and other members of the educational community;
    (d) comprises one-third of the baccalaureate level curriculum for prospective teachers.

16. GOAL: A long-range statement of purpose which has been formally accepted by an organization to guide action.

17. HUMANISTIC STUDIES: The nature and aims of education, the curriculum, the organization and administration of a school system, and the process of teaching and learning studies from a historical and/or philosophical perspective.

18. LABORATORY ACTIVITIES: The correlation of theoretical principles of teaching and learning with general and special methods and materials for teaching.

19. OBJECTIVE: An expected outcome which has been formally accepted by an organization or individual to guide action.

20. POSITION: A certificated educational job. The position description includes the essential roles or function required. As used in these Standards, "positions" in most cases parallel classifications used in the certification endorsements.

21. PRACTICUM: A period of continuous full-time professional practice during which the student assumes major responsibility for the full range of teaching duties in a school situation under the guidance of qualified personnel.

22. PROFESSIONAL DEVELOPMENT OF FACULTY: Provisions made by the institution for in-service education, time for scholarly activities, travel support, fellowships, and summer and sabbatical leaves.

23. PROFESSIONAL EDUCATION COMPONENT: Those elements of teacher preparation which include humanistic and behavioral studies, teaching and learning theory with laboratory and clincial experience, and practicum.

24. PUBLISHED CRITERIA AND/OR POLICIES: Minimum standards and institutional procedures which affect students desiring to complete the teacher education program, which are stated in writing, and which are readily available to all interested persons.

25. RENEWAL: The process by which an individual or agency modifies performance on the basis of evaluation.

26. STANDARD: An Administrative Rule adopted by the Teacher Standards and Practices Commission and which must be met by an approved teacher education program. In this document, "Standard" is capitalized when such Commission-adopted Standards are referred to.

27. SUPPORT SERVICES FOR FACULTY: Services rendered by personnel such as: instructional media technicians; laboratory, teaching, and research assistants; secretaries; curriculum laboratory and materials librarians; and clerks.

28. TEACHER EDUCATION PROGRAM: The curriculum, personnel, instruction and supporting resources for the teaching-learning process.

29. TEACHING AND LEARNING THEORY WITH LABORATORY AND CLINICAL EXPERIENCE: A merger of empirical theory with first-hand experience in working with students.

30. TEACHING LOADS FOR FACULTY: The maximum credit hour limits for full-time faculty members, including provisions for adjustments when non-teaching duties are assigned and for time involved in planning and evaluation.

31. TEACHING SPECIALTY: The grade level of students or the subject matter which the candidate is preparing to teach. See also "content for the teaching specialty."

32. WAIVER: A procedure by which students are excused from completing elements of the curriculum when it can be established that they possess the knowledge, skills, and/or competencies that the experiences were intended to develop (See OAR 32-250).